

SPAG Guide – Year 1

<u>Parts of a sentence</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Simple sentence	Has one main clause (subject and verb)	The boy ran away. The cat purred.
Compound sentence	A compound sentence is formed when you join two main clauses with a connective /conjunction. Both clauses carry equal weight.	The boy ran away and all the dogs barked.

<u>Word types and classes</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Singular noun	A noun that refers to one person, place thing or idea.	an apple a boy
Plural nouns	A noun that refers to more than one person, place, thing or idea.	dogs, girls

<u>Punctuation</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Capital letters	Used to begin a sentence, important words in titles, proper nouns, acronyms	London December
Full stops	Used at the end of a sentence and abbreviations	The class was noisy.

Exclamation mark	Used to show emotion, emphasis or surprise. Can be used at the end of a statement, command or exclamation.	That is amazing! (statement) Go away! (command) How lovely it is! (exclamation)
Question mark	Used at the end of a sentence to show a direct or rhetorical question.	Will you go with me? I wonder if he will go with me?

<u>Spelling</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Root word	A word in its simplest form, to which prefixes and suffixes can be added to change the meaning.	unemployment employ = root word un = prefix ment = suffix

SPAG Guide – Year 2

<u>Parts of a sentence</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Complex sentence	Has 2 or more clauses, in which one clause is dependent on the other (eg. a main and subordinate clause).	<u>It was raining</u> but <u>the sun was shining</u> . (two main clauses) The man <u>who wrote it</u> told me <u>that it was true</u> . (one main clause containing two subordinate clauses)
Statement	A sentence that declares (states) something that is true or false.	The sun is blue. I am going to the beach.
Question	A sentence that could be responded to and ends in a question mark.	Where are we going? Who are you?
Exclamation	A sentence (so it contains a verb) that begins with <i>how</i> or <i>what</i> and ends in an exclamation mark. If it does not contain a verb (eg. How lovely!) it is an exclamatory phrase.	What a hot day it is! How colourful you are!
Command	A sentence that contains an imperative verb which means the sentence requires an action in response (it asks for something to be done).	Go away! Adam, put that down!

<u>Word types and classes</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Noun	Words that name a person, place, thing or idea. <i>Common Nouns</i> A noun that describes types of objects or concepts <i>Proper nouns</i> A noun that describes people, places or 'times'.	cat, tree, kitchen Monday, Jane, Northampton
Noun Phrase	A phrase (group of words) built around a noun that <u>does not</u> contain a verb.	The tall <u>girl</u> walked away. <u>Adult foxes</u> like to run.
Adjective	Words to describe a noun or pronoun.	A <u>shy</u> child, <u>blue</u> notebook and <u>rotten</u> apple. The jumper was <u>enormous</u> .
Verb	Words to describe an action or state.	The film <u>was</u> exciting (state) Jane <u>baked</u> a cake (action)
Adverb	An adverb is a word which modifies a verb, which means that it tells you how, when, or why something is being done. <i>-ly adverbs</i> Adjectives with the suffix <i>-ly</i> to modify into adverbs.	Bravely, carefully
Conjunctions	Words that join together phrases or clauses. <i>Subordinating Conjunctions</i> Conjunctions that show cause and effect. <i>Co-ordinating Conjunctions</i> Conjunctions that join main clauses (sentences).	when, because, if, so, while, after and, but, or

<u>Tenses and voices</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Simple tense	A verb is used in its present or past form without any other verbs modifying it.	Jane <u>works</u> hard (present) Barry <u>jogged</u> to work (past)
Progressive	Used to describe actions happening over a period of time. The verb (always in its present tense with a suffix of -ing) is accompanied by a 'to be' verb.	am, are, is + verb-ing (present) – I <u>am walking</u> home was, were + verb-ing (past) – Dave <u>was eating</u> an apple.

<u>Punctuation</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Comma	Used to separate items in a list.	I would like cheese, lettuce and tomato.
Apostrophe	Used: <i>to show contraction</i> <i>to show singular possession</i>	Can't, I'll, she'll Liam = Liam's hat. Jones = Mrs Jones' hat.

<u>Spelling</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Suffix	Letters added to the end of a word to modify its meaning. All suffixes hold meaning by themselves; however they are not considered words.	tasteless taste = root word less = suffix

SPAG Guide – Year 3

<u>Parts of a sentence</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Clause	<p>A group of related words containing a subject and a verb. The subject can be implicit.</p> <p><i>Main Clause</i> A group of words containing a subject and a verb and expresses a complete thought.</p>	<p>the dog was barking</p> <p>which caught it</p> <p><u>It was raining</u> but <u>the sun was shining</u>. (two main clauses)</p>
Use of the forms 'a' and 'an'	<p>Use 'a' if the next word starts with a consonant.</p> <p>Use 'an' if the next word starts with a vowel.</p>	<p>A rock</p> <p>An open box</p>

<u>Word type and classes</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Adverb (adverbial)	To express: Time – tell us when an action happened, how long and how often. Place – always talks about the location where the action of the verb is being carried out. Cause – introduced by the subordinating conjunctions	then, next, soon, therefore because, as, since and that
Preposition	Prepositions usually sit before nouns (or pronouns) to show the noun's (or pronoun's) relationship to another word in the sentence.	Above, on, through, behind, under, over
Subordinate clause	A clause that is dependent of a main clause and begins with a subordinating conjunction. This clause does not make sense on its own.	Subordinating conjunctions – if, since, as, when, although, while, after, before, until, because. The frog jumped <u>because the boy splashed the water.</u> <u>Before washing his hands,</u> the boy found some soap.

<u>Tenses and voices</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Perfect tense	Used to describe actions that are/have been completed. The verb (always in its past tense) is accompanied by a 'have' verb.	<p>have, has + past verb (present)</p> <p>had + past verb (past)</p> <p>I <u>have eaten</u> cake. (present)</p> <p>They <u>had danced</u> all night. (past)</p>

<u>Punctuation</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Inverted commas	Used to show direct speech. Indirect (reported) speech is reporting what someone says without quoting them directly (no “ “ required).	<p>“I am hungry”</p> <p>He told his friends how excited he was.</p>

<u>Spelling</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Prefix	Letters added to the beginning of a word to modify its meaning. All prefixes hold meaning by themselves; however they are not considered words.	unhappy happy = root word un = prefix
Word Families	A group of words that are related to each other. <i>Common root word.</i> <i>Common feature.</i>	help, helpful, helper cat, mat, hat, pat

SPAG Guide – Year 4

<u>Punctuation</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Expanded noun phrase	An expanded noun phrase is a phrase made up of a noun and at least one adjective. If you list more than one adjective to describe the noun, you should add a comma to separate them.	A little, happy, orange alien with three eyes.
Pronouns	<p>Words to replace a noun.</p> <p><i>Singular Pronouns</i> Pronouns to describe one thing or person.</p> <p><i>Plural Pronouns</i> Pronouns to describe more than one thing or person.</p> <p><i>Possessive Pronouns</i> Pronouns to show possession.</p>	<p>it, you, she, he, I, mine, yours, his</p> <p>they, we, ours, their</p> <p>his, ours, theirs</p>
Determiner	<p>Words to introduce a noun or noun phrase.</p> <p><i>Article</i> The most common determiners</p>	<p>a, an, the, every, this, those, one, some, many</p> <p>a, an, the</p>

Fronted adverbial	Adverbial phrases/adverbs that begin a sentence followed by a comma. They tell you: how, where, when.	<u>Carefully</u> , the frog jumped. <u>In the deep, dark jungle</u> , the lion prowled.
<u>Punctuation</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Comma	After a fronted adverbial. After a reporting clause when beginning speech.	In the forest, I ran for my life. Jane said, "Hello."
Apostrophe	To show plural possession Belongs to a plural noun. Add just an apostrophe if it ends in -s (add an apostrophe and -s if the plural noun does not end in -s)	Actresses = The two actresses' roles. Guys = The guys' night out. Children = The children's slide.
Speech punctuation	<i>Full Speech Punctuation</i> 1) Change in speaker = new line. 2) Begin speech with " 3) Begin each sentence of speech with a capital letter. 4) End the speech with a . , ! or ?	"I am so hungry," said Jane. "Me too. I am famished!" replied her sister. "What should we get?" asked Jane, "maybe, sushi?" "I don't like sushi," her sister said. "It's disgusting!" Jane replied, "Well I fancy sushi now, so that is what I am going to get."

5) Include a reporting clause

Reporting Clause

If beginning speech it begins with a capital letter and a comma is required after. If ending speech it begins with a lower case letter and a full stop is required after.

If the reporting clause is in the middle of the same speaker's speech it begins with a lower case letter and can either end in a , followed by " then lower case letter or end in a . Followed by "and a capital letter.

SPAG guide – Year 5

<u>Parts of a sentence</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Parenthesis	<p>A word or phrase that is added into a sentence to give additional information. Brackets, dashes or commas are used.</p> <p>Parenthesis does not have to appear in the middle of a sentence.</p>	<p>The boat (<u>a wooden canoe</u>) won the competition.</p> <p>The teacher, <u>a young woman</u>, taught the class.</p> <p>Her latest song – <u>Wild Thoughts</u> – was number one.</p> <p>They will be taking Jamie, <u>a young man from London</u>.</p>

<u>Word types and classes</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Relative pronoun	Pronouns that relate/refer to the subject (noun).	who, which, that
Relative clause	<p>A type of <u>subordinate clause</u> that begins with a relative pronoun.</p> <p>Commas go around the clause</p>	The dog, <u>who was barking</u> , jumped up at the window.
Modal verb	A type of auxiliary verb (it's used with another verb) which can express meanings such as certainty, ability, or obligation.	will, would, can, could, may, might, shall, should, must, ought

Adverb (adverbial)	<i>Linking across paragraphs</i> Using adverbs of time, place and number.	Time – in the morning, later on, tomorrow Place – in the park, nearby, in a cave Number – firstly, next, finally
--------------------	--	--

<u>Punctuation</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Commas	<i>to clarify meaning or avoid ambiguity</i> <i>to show parenthesis in the most formal way.</i>	Let's eat Grandma. Let's eat, Grandma. The teacher, <u>a young woman</u> , taught the class.
Brackets	Can be used to show parenthesis. Less formal than using commas.	The boat (<u>a wooden canoe</u>) won the competition.
Dash	Used: <i>to show parenthesis, less formal than using commas.</i>	Her latest song – Wild Thoughts – was number one.

SPAG GUIDE – Year 6

<u>Parts of a sentence</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Subject	The who or what in a clause that is performing the verb.	<u>The girl</u> threw the stone. The apple was pecked by <u>the bird</u> .
Object	The who or what in a clause that is acted upon by a verb.	The girl threw <u>the stone</u> . <u>The apple</u> was pecked by a bird

<u>Word type and classes</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Subjunctive verbs	Used to set a formal mood. It expresses things that could or should happen and can express wishes, hopes, commands, demands or suggestions. <ul style="list-style-type: none"> - Use “of be and were” instead of am, is, are, was. - Skips the -s on the verb when using he, she, it. 	I advise We demand You suggest If only I <u>were</u> ten years younger. (instead of was) I demand they <u>be</u> released. (instead of are) I suggested he <u>face</u> up to the bully. (instead of faces)

<u>Tenses and voices</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Active voice	A sentence in which the subject comes before the object.	Jane caught the ball. Mum baked a cake yesterday.
Passive voice	A sentence in which the object comes before the subject.	The ball was caught by Jane. A cake was baked by Mum yesterday.

<u>Punctuation</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Ellipsis	Used when is a missing word or phrase and to express hesitation, changes of mood, suspense, or thoughts trailing off.	Pride is one thing, but what happens if she ...? "I really... don't ... understand this," he panted.
Dash	<i>To mark the boundary between independent clauses.</i>	She might come to the party - you never know.
Hyphen	Used to join two or more words together to avoid ambiguity.	man eating shark man-eating shark recover re-cover
Bullet points	Used to list information. If the text that follows the bullet point is not a proper sentence, it does not need to begin with a capital letter or end with a full stop. However, if you choose to begin one bullet point with a	<ul style="list-style-type: none"> • text books • scissors • tray labels

	capital letter they all should for consistency.	
Colon	<p>Used: to <i>introduce an item or list</i> (avoid using after a verb)</p> <p><i>between independent clauses</i> when the second sentence explains, illustrates, paraphrases, or expands on the first sentence</p>	<p>Ingredients:</p> <p>He got what he worked for: he really earned that promotion.</p>
Semi-colon	<p>Used: to <i>mark the boundary between independent clauses</i></p> <p><i>in descriptive lists</i></p> <p><i>within lists when commas are used within the items of the list</i></p>	<p>Call me tomorrow; you can give me an answer then.</p> <p>At the circus we saw a clown juggling with swords and daggers; a lion who stood on a ball; a fire eater with flashing eyes; and an eight year old acrobat.</p> <p>You should choose ham, chicken, or char-grilled vegetable sandwiches; cups of tea, Bovril, or coffee; or red wine.</p>

<u>Spelling</u>		
<u>Feature</u>	<u>Definition</u>	<u>Example</u>
Antonym	Two words with opposite meanings.	Hot-cold
Synonym	Two words with the same/similar meanings	talk - speak